DOCUMENT RESUME

ED 206 236 HE 014 304

AUTHOR Nuver, Millicent E.
TITLE The Characteristics and Needs of Non-Traditional Students: An Annotated Bibliography of Data Based Literature (1950-1980).
SPONS AGENCY Cleveland State Univ., Ohio.
PUB DATE 81
NOTE 28p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Access to Education: Annotated Bibliographies: Counseling: Disabilities: Females: Foreign Students: Higher Education: Nontraditional Education: *Nontraditional Students: Older Adults: Outcomes of Education: *Reentry Students: *Student Characteristics: *Student Needs

ABSTRACT

A compilation of data-based literature from 1950 through 1980 on the characteristics and needs of non-traditional students is presented. Non-traditional students are defined as those older than 18-22 years of age/or individuals who, because of special characteristics and needs, have rarely in the past pursued degrees in higher education. The first part of the bibliography covers "Research Identifying Non-Traditional Students" and offers information on student characteristics and needs. Part II, "Research on Specific Types of Non-Traditional Students," focuses on the following types: graduate, special studies, older adults, women, handicapped, adults (general), and foreign students (English as a second language). Part III, "Research on Issues Related to Non-Traditional Students," covers the areas of outcomes, counseling, academic/curriculum, and access. It is suggested that colleges and universities will become more interested in the non-traditional student as traditional enrollments continue to decline. Annotations selected for this bibliography were selected from studies that used the most valid samplings for their data and presented information and/or conclusions having significant implications for collegiate educators concerned with non-traditional learners. (LC)

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The Characteristics and Needs of Non-traditional Students: An Annotated Bibliography of Data Based Literature (1950-1980)

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PREFACE

The Characteristics and Needs of Non-traditional Students:
An Annotated Bibliography
of Data Based Literature (1950-1980)

Colleges and universities are today seeking greater numbers of new and non-traditional learners. As traditional (18-22 year old) enrollments decline, non-traditional students (primarily individuals older than 18-22 years old and/or individuals who, because of special characteristics and needs, have rarely, in the past, pursued degrees in higher education) are becoming increasingly important as a new student market. To date, no effort has been made to systematically identify, categorize and annotate the rapidly emerging data based literature in this area of inquiry. If collegiate educators are to successfully attract non-traditional students, they must first understand their characteristics, needs, goals, motives and interests. The following annotated bibliography has been compiled to serve this function.

In an effort to make this bibliography most usable, the various categories are organized according to research which identifies non-traditional students, research on specific types of non-traditional students and research on issues related to non-traditional students. Resources are further delineated by sub-categories for which an outline is presented in the Table of Contents. Bibliographic references may appear in more than one category and annotations of exemplary works are cross-referenced. Annotations selected for this bibliography were chosen on the basis of which studies used the most valid samplings for their data and presented information and/or conclusions having significant implications for collegiate educators concerned with non-traditional learners. The resources compiled in this bibliography are entirely data based and span a period of time from 1950-1980.

The majority of the research cited in this bibliography was retrieved through an Educational Resources Information Center (ERIC) computer search conducted at The Cleveland State University Library and supported by a grant from the Student Educational Fund Committee at Cleveland State University.

Acknowledgements

Special thanks are extended to the Student Educational Fund Committee at Cleveland State University which deemed this project worthy of grant support. Special Thanks also to Dr. Brent Poppenhagen for his encouragement and direction throughout the completion of this project.

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I. Research Identifying Non-Traditional Students

A. Characteristics

Brechtel, Rebecca U. and Olsen, Bob G. "A Survey of Adult Characteristics of Pre-registering Students at the University of Southern Mississippi." Southern Journal of Educational Research, v.12 n.1, Win. 78, pp. 31-46.

Brown, Lawrence A. Accounting I (First Offering). Course Evaluation Report. University of Mid-America: Lincoln, Nebraska, Aug. 75.

Profile data compiled about this course indicates that non-traditional learners attain satisfactory levels of achievement and respond well to course media components that concentrate on content as opposed to entertainment. It was also found that nearly one third of all enrollees completing the course felt lack of faculty contact a significant problem.

Bryan, Donna and Forman, David C. Characteristics of SUN Learners (First Four Offerings). Statistical Summary No. 3. University of Mid-America: Lincoln, Nebraska, Aug. 76.

Data drawn from the registration form and the Student Information Questionnaire at the State University of Nebraska (SUN) provides general demographic characteristics about that University's learners (age, marital status, sex, annual income, family status, percentage of homemakers, etc.). Students evaluated in this report had participated in various multi-media courses.

Bryan, Donna and Forman, David C. Characteristics of SUN Learners (First Five Offerings). Statistical Summary No. 4. University of Mid-America: Lincoln, Nebraska, Mar. 77.

Chilcott, Rena T. Evaluation of the Women's Re-Entry to Education Program (WREP), San Jose City College. Program Year 1974-1975. San Jose City College, California, Aug. 75.

Cohen, A. and others. Adult Education in Metropolitan Toronto, a Situation Report. Toronto: Board of Education, 1967.

Cross, K. Patricia. "Adult Learners: Characteristics, Needs and Interests." In R.E. Peterson and Associates, Lifelong Learning In America. San Francisco: Jossey-Bass, 1979.

Cross, K. Patricia and Zusman, Ami. The Needs of Non-Traditional Learners and the Responses of Non-Traditional Programs. California University, Berkeley: Center for Research and Development in Higher Education, Jun. 77.

Curran, Connie L. "Factors Affecting Participation in Continuing Education Activities and Identified Learning Needs of Registered Nurses." Journal of Continuing Education in Nursing, v.8 n.4, Jul.-Aug. 77, pp. 17-22.

Dubois, P.H. and Wientge, K.M. Factors Associated with the Achievement of Adult Students. St. Louis, Mo.: Washington University, 1964.

Eggert, John D. Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1. University of Mid-America: Lincoln, Nebraska, Sep. 75.

Eggert, John D. Characteristics of SUN Learners (First Three Offerings). Statistical Summary No. 2. University of Mid-America: Lincoln, Nebraska, Oct. 75.

Farnum, Hollis B. "A Comparison of the Academic Aptitude of University Extension Degree Students and Campus Students." The Journal of Applied Psychology, vol. XLI, no.1, 1957.

Gilford, Dorothy M. "Statistical Snapshots of Adult Continuing Education." Journal of Higher Education, v.46 n.4, pp. 409-26, Jul.-Aug. 75.

Griffith, William S. "Educational Needs: Definition, Assessment and Utilization." School Review, v.86 n.3, May 78, pp. 382-394.

Hartle, Terry W. "Older Students and Graduate Schools." Princeton, New Jersey: Educational Testing Service, 1977.
(See Section II, C. for Annotation.)

Johnson, Deborah Hazel and others. A Comparison of the Needs of Returning and Traditional Students by Sex. Research Report No. 13-77. Maryland University, College Park. Counseling Center, 1977.

Kimball, Ronald L. and Sedlacek, William E. Characteristics of Older Undergraduates at the University of Maryland. Research Report No. 7-71. Maryland University, College Park. Counseling Center, 1971.

This research report compares older full-time undergraduate students (ages 36-57) to a random sample of younger students (ages 18-35) at the University of Maryland. Comparison was based on an attitude and activities inventory administered to the students. It was found that older students felt faculty and administration cared about students, that student disrupters should be suspended, and that Saturday classes were acceptable more often than did the younger students. Older students were also less in favor of abortion information services and coed housing. Survey items and response data are included in report.

Lutz, David A. "Who Are the New Non-Traditional Learners?" College Board Review, n.109, Fall 1978, pp. 26-30.

This article provides information on degree candidates enrolled with the Connecticut Board of State Academic Awards, an external degree program. Information includes demographic characteristics, educational background, employment data and examinations utilized. Implications for non-traditional learners in higher education are offered.

Peterson, Howard L. and Weidman, John C. A Comparative Study of Undergraduates in Three Alternative Degree Programs at the University of Minnesota. Paper presented at the conference of the American Educational Research Association: Washington, D.C., April 1975.

A questionnaire was distributed to students in the Experimental

College, the University Without Walls and the General College to determine (1) what kinds of students become involved in given programs, (2) the extent to which those students aspire toward traditional outcomes of college education, (3) their post-college goals, particularly occupational and (4) the role of faculty and peer contact in non-traditional programs. The study reveals significant differences between students involved in the three non-traditional programs including their self-perception, orientation toward future occupational goals, expectations of their college and the actual relationship they have or wish to have with their college.

Scheffield, S. "The Orientations of Adult Continuing Learners." In The Continuing Learner, edited by D. Soloman. Chicago: Center for the Study of Liberal Education for Adults, 1964.

Wilson, Harriet E. An Investigation of Intellectual and Non-Intellectual Variables as Predictors of Academic Success of High Risk College Freshmen at Southern Illinois University at Carbondale. M.S. Thesis, Southern Illinois, Aug. 78.

B. Needs

Beausang, Kenneth R. An Investigation of the Effectiveness of Black Hawk College Policy in Responding to the Needs of Returning Women Students. A practicum presented to NOVA University in partial fulfillment of the requirements for the degree of Doctor of Education, Mar. 1976.

Berman, Marilyn R. and others. The Efficiency of Supportive Learning Environments for Returning Women: An Empirical Evaluation. Research Report No. 10-76. Maryland University, College Park. Counseling Center, 1976.

Boshier, R. "Motivational Orientations of Adult Education Participants: A Factor Analytic Exploration of Houle's Typology." Adult Education, v.21 n.2, 1971, pp. 3-26.

Boshier, Roger and Riddell, Gail. "Education Participants Scale Factor Structure for Older Adults." Adult Education, v.28 n.3, Spr. 78, pp. 165-75.

Brechtel, Rebecca U. and Olsen, Bob G. "A Survey of Adult Characteristics of Pre-registering Students at the University of Southern Mississippi." Southern Journal of Educational Research, v.12 n.1, Win. 78, pp. 31-46.

California State Department of Education. Vocational Education for Persons with Special Needs. Sacramento: California State Department of Education, 1966.

This literature survey covers the vocational needs of various groups with special problems, including culturally deprived, aged, rural persons, physically handicapped and mentally retarded.

Calloway, Pauline and others. A Survey and Pilot Project to Meet the Educational Needs of Senior Citizens in an Urban Area - Brevard County, Florida. Gainesville, Florida: Florida Cooperative Extension Service. University of Florida, 1970.

Cohen, A. and others. Adult Education in Metropolitan Toronto, a Situation Report. Toronto: Board of Education, 1967.

Cross, K. Patricia and Zusman, Ami. The Needs of Non-Traditional Learners and the Responses of Non-Traditional Programs. California University, Berkeley: Center for Research and Development in Higher Education, Jun. 77.

Current knowledge about adult part-time learners and the programs designed to serve them are reviewed. Recent data collection projects sponsored by state and national agencies functioned to determine the characteristics and needs of adult learners and potential learners. Major findings are discussed.

Curran, Connie L. "Factors Affecting Participation in Continuing Education Activities and Identified Learning Needs of Registered Nurses." Journal of Continuing Education in Nursing, v.8 n.4, Jul.-Aug. 77, pp. 17-22.

Results of a questionnaire administered to 800 registered nurses in Illinois indicated significant differences in learning needs and participation in continuing education according to characteristics such as income, age, nursing program and employment position.

Eggert, John D. An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary. University of Mid-America: Lincoln, Nebraska, Feb. 1975.

This report concentrates on what adult learners at the University of Mid-America/State University of Nebraska wanted. Findings are based on market surveys of this population in 1973 and 1974 and on a student information questionnaire. It was found that most students had a general desire to know and/or a desire to advance economically. Information was also compiled on demographics; what people wanted to learn and how they wanted to learn; and educational plans. Recommendations for future surveys are included.

Erickson, Mildred B. Counseling Needs of Adult Students. Paper presented at the APGA Convention: New Orleans, March 1970.
(See Section III, B. for Annotation.)

"A Great University Studies Educational Needs of Older People." Adult Leadership, 16:1, 1967, pp. 2-4.

Griffith, William S. "Educational Needs: Definition, Assessment, and Utilization." School Review, v.86 n.3, May 78, pp. 382-94.

Johnson, Deborah Hazel and others. A Comparison of the Needs of Returning and Traditional Students by Sex. Research Report No. 13-77. Maryland University, College Park. Counseling Center, 1977.

A needs assessment questionnaire was designed to assess the psychological and practical needs of mature women returning to college and to compare these needs with those of returning men and tradi-

tional aged students. Demographic characteristics of the different groups were also reviewed. This study's results are described in terms of their implications for campus services and the evaluation of programs.

Johnstone, J.W.C. and Rivera, R.J. Volunteers for Learning. Chicago: Aldine, 1965.

This study is based on questionnaires sent to eighteen thousand households and interviews with more than three thousand adults. Data is presented on attitudes toward learning, educational experiences of adults and educational facilities available in selected cities.

Kelier, Margrit. "University Without Walls and the New Adult Student." College Student Journal, v.12 n.2, Sum. 1978, pp. 212-8.

King, Robert Henry. Identification of Educational Needs of Older Adults in Three Congregate Facilities: A Diagnostic Study. Bloomington: Indiana University, School of Education, 1969.

Kirk, Pauline. "The Tip of the Iceberg: Some Effects of Open University Study on Married Students." Teaching at a Distance, v.101, Nov. 77, pp. 19-27.
(See Section III, B. for Annotation.)

Lourie, Joan. Needs and Social Characteristics of the Re-Entered Student. Educational Resources Information Center, 1977.

This study, although it is specific to the non-traditional student population at the University of North Carolina, provides general information about the needs of re-entry students.

Lourie, Joan and Mayo, Cynthia. Re-Entry: An Analysis of the Needs and Problems of the Returning College Student. Master's Thesis, University of North Carolina: Charlotte, Aug. 77.
(See Section III, B. for Annotation.)

Marcus, Edward E. "Effects of Age, Sex and Status on Perception of the Utility of Educational Participation." Educational Gerontology, v.3 n.4, Oct. 78, pp. 295-319.
(See Section III, A. for Annotation.)

Morstain, Barry R. and Smart, John C. "A Motivational Typology of Adult Learners." Journal of Higher Education, v.48 n.6, Nov./Dec. 77, pp. 665-79.

Williams, Gerald D. et al. "Urgency and Types of Adult Counseling Needs Among Continuing Education Students." Journal of College Student Personnel, 14, 1973, pp. 501-506.
(See Section III, B. for Annotation.)

II. Research on Specific Types of Non-Traditional Students

A. Graduate

Beshiri, Patricia H. "Answering the Critics: A Comparative Study of External Degree and Traditional Graduates." Alternative Higher Education: The Journal of Non-Traditional Studies, v.2 n.3, Spr. 78, pp. 195-209.

This article reports a comparison study between the 371 graduates of FIU's External Degree Program and a randomly selected sample of graduates from the traditional on-campus degree programs. It was found that key factors to success are acceptance to graduate study, career advancement and attitudes toward goal attainment.

Doyle, Richard J. "The Results of Graduate External Degree Programs: Some Emerging Patterns." Alternative Higher Education: The Journal of Non-Traditional Studies, v.4 n.1, Fall 79, pp. 48-60.
(See Section III, A. for Annotation.)

Hartle, Terry W. Older Students and Graduate Schools. Educational Testing Service, Princeton, New Jersey, 1977.
(See Section II, C. for Annotation.)

Robinson, Beatrice E. and Hendel, Darwin D. Beyond Graduation: The Educational and Employment Experiences of an Effective Studies Degree Program. Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977.
(See Section III, A. for Annotation.)

Watshy, Claire. "The Effect of Life Experience Credits on Admissions to Graduate School." Alternative Higher Education: The Journal of Non.-Traditional Studies, v.2 n.3, Spr. 78, pp. 232-6.

This study attempts to determine the acceptability of life-experience credits by graduate schools. Based on a 13-item questionnaire mailed to Iowa College graduates who had received "life experience" credits as part of their undergraduate degree.

B. Special Studies

Bond, Andrew J. and Nettles, William R. An Investigation of Environmental Press and Personality Needs of Special Studies Students and an Investigation of Environmental Press and Its Association with Special Studies Student Achievement. Paper presented at the Georgia Educational Research Association Meeting: January 13-14, 1978.

Suen, Hoi. The Efficacy of Voluntary v.s. Compulsory Tutorial Programs. Educational Resources Information Center, Jan. 79.

Wilson, Harriet E. An Investigation of Intellectual and Non-Intellectual Variables as Predictors of Academic Success of High Risk College Freshmen at Southern Illinois University at Carbondale. Thesis, Southern Illinois University, Aug. 78.

The purpose of this study was to investigate personal and intellectual variables of the special supportive services population at Carbondale and to determine reliable and valid predictors pertaining to the academic success of future applicants. It was found that ACT composite scores were the best overall predictors although other variables added significance to the criterion used in this study.

C. Older Adults

Calloway, Pauline and others. A Survey and Pilot Project to Meet the Educational Needs of Senior Citizens in an Urban Area - Brevard County, Florida. Gainesville, Florida: Florida Cooperative Extension Service, University of Florida, 1970.

Grabowski, Stanley (ed.). Research and Investigation in Adult Education: 1972 Annual Register. Washington, D.C.: Adult Education Association, 1973.

"A Great University Studies Educational Needs of Older People." Adult Leadership, 16:1, 1967, pp. 2-4.

Hartle, Terry W. Older Students and Graduate Schools. Educational Testing Service, Princeton, New Jersey, 1977.

This study identifies the characteristics of older graduate student applicants and the graduate school selection process. Older students were defined as over age 30 or those who had received their baccalaureate degree eight years or more ago.

King, Robert Henry. Identification of Educational Needs of Older Adults in Three Congregate Facilities: A Diagnostic Study. Bloomington: Indiana University, School of Education, 1969.

Lipsett, Laurence and Avahian, A., Nancy. "Affective Development of Adult Students." Alternative Higher Education, v.3 n.4, Summer 79, pp. 211-221.

Norton, P.G. A Study of How Levels of Achievement and Anxiety Toward Education Affect Older People's Participation in Adult Education Programs. Boston: Boston University (Ed.D. Thesis), 1970.

Seltzer, Robert A. Prediction of Academic Success for Mature Students. Michigan University, Ann Arbor. Undergraduate Office of Admissions, Feb. 76.

This study examines the differences in the prediction of academic achievement between traditional and older undergraduate students. Findings substantiate the need to evaluate predictive criteria for the increasing numbers of mature students.

Trotsky, Ivan. An Evaluation of the Suitability of the College Setting for Adult Senior Students Attending Federal City College During the Summer Term, 1973. Report submitted in partial fulfillment of the requirements for a directed study/practicum, Federal City College, March 1974.
(See Section III, D. for Annotation.)

D. Women

Beausang, Kenneth R. An Investigation of the Effectiveness of Black Hawk College Policy in Responding to the Needs of Returning Women Students. A Practicum presented to NOVA University in partial fulfillment of the requirements for the degree of Doctor of Education, Mar. 1976.

Beausang, Kenneth R. The Increasing Enrollment of Returning Women Students and Their Achievement as Measured by Their Mean GPA. A Practicum presented to NOVA University in partial fulfillment of the requirements for the degree of Doctor of Education, Nov. 1976.

Berman, Marilyn R. and others. The Efficacy of Supportive Learning Environments for Returning Women: An Empirical Evaluation. Research Report No. 10-76. Maryland University, College Park. Counseling Center, 1976.

Two studies were conducted at the University of Maryland during the 1973-74 academic year to evaluate the efficacy of programs designed to meet the needs of women and to determine whether a supportive learning environment instead of individual or group counseling would influence the women's life-styles. Results of the two studies are discussed.

Chilcott, Rena T. Evaluation of the Women's Re-Entry to Education Program (WREP), San Jose City College. Program Year 1974-1975. San Jose City College: California, Aug. 1975.

Cross, K.P. Beyond the Open Door: New Students to Higher Education. San Francisco: Jossey-Bass, 1971.

The problems and characteristics of the "new students" who are enrolling in higher education through open-door admission policies are discussed. Discussion is based on four large-scale surveys of the "new students'" interests and goals. The study also considers the special problems of ethnic minorities and women.

Eggert, John D. Characteristics of SUN Learners (First and Second Offering). Statistical Summary No. 1. University of Mid-America, Lincoln, Nebraska, Sept. 1975.

Hooper, Judith Oakey. "Returning Women Students and Their Families: Support and Conflict." Journal of College Student Personnel, v.20 n.2, Mar. 79, pp. 145-52.

Twenty-four returning women students and their families were interviewed. The adults were given measures of personality traits. It was found that the women's personality scores seemed to vary with academic rank and length of time in school as wives. Family coping style was related to the wife's performance in the student role.

Johnson, Deborah Hazel and others. A Comparison of the Needs of Returning and Traditional Students by Sex. Research Report No. 13-77. Maryland University, College Park. Counseling Center, 1977.

A needs assessment questionnaire was designed to assess the psychological and practical needs of mature women returning to college and to compare these needs with those of returning men and traditional aged students. Demographic characteristics of the different groups were also reviewed. This study's results are described in terms of their implications for campus services and the evaluation of programs.

Nolan, John and others. "Mature and Young Adult Women's Recall of Textbook Material." Journal of Educational Psychology, v.70 n.5, Oct. 78, pp. 695-700.

E. Handicapped

Mesibov, Gary B. and others. "Handicapped University Students' Views of Educational Programs as Compared With Those of Majors and Nonmajors." Journal of Special Education, v.13 n.2, Sum. 79, pp. 187-97.

Quatrano, Louis A. and others. "Interrelationships of Disabled College Students' Attributes, Program Use and Study Attitudes." Rehabilitation Counseling Bulletin, v.22 n.2, Dec. 78, pp. 134-37.

F. Adults (General)

Cross, K.P. Beyond the Open Door: New Students to Higher Education. San Francisco: Josey-Bass, 1971.

G. Foreign Students (English As A Second Language)

Henning, Grant. "A Developmental Analysis of Errors of Adult Iranian Students of English as a Foreign Language." Language Learning, v.28 n.2, Dec. 78, pp. 387-98.

This study presents one solution to the problem of eliciting, classifying and measuring language learning errors in a longitudinal study and, in addition, seeks to isolate particular difficulties of adult Iranian learners of English.

West, Leo and others. Mature Age Students in Tertiary Education. Monash University: Clayton, Victoria (Australia), Oct. 1977.
(See Section III, A. for Annotation.)

III. Research on Issues Related to Non-Traditional Students

A. Outcomes

Beausang, Kenneth R. The Increasing Enrollment of Returning Women Students and Their Achievement As Measured by Their Mean GPA. A practicum presented to NOVA University in partial fulfillment of the requirements for the degree of Doctor of Education, Nov. 1976.

Berman, Marilyn R. and others. The Efficacy of Supportive Learning Environments for Returning Women: An Empirical Evaluation. Research Report No. 10-76. Maryland University, College Park. Counseling Center, 1976.
(See Section II, D. for Annotation.)

Beshiri, Patricia H. "Answering the Critics: A Comparative Study of External Degree and Traditional Graduates." Alternative Higher Education: The Journal of Non-Traditional Studies, v.2 n.3, Spr. 78, pp. 195-209.
(See Section II, A. for Annotation.)

Brown, Lawrence A. Accounting I (First Offering). Course Evaluation Report. University of Mid-America, Lincoln, Nebraska, Aug. 75.
(See Section I, A. for Annotation.)

Cagiano, Annette and others. "The Academic Performance of Returning Adult Students." College Board Review, 106, 13-6, Win. 77/78.

Doyle, Richard J. "The Results of Graduate External Degree Programs: Some Emerging Patterns." Alternative Higher Education: The Journal of Non-Traditional Studies, v.4 n.1, Fall 1979, pp. 48-60.

The Institute for Personal and Career Development, the external degree granting arm of Central Michigan University, has been administering graduate external degree programs for approximately eight years. A survey of the graduates of Institute graduate programs found that the graduates surveyed were satisfied with the education they received through the Institute's external degree programs, that they experienced personal and career development at least, in part, from their programs and that they felt the programs' educational goals and objectives had been accomplished.

Dubois, P.H., and Wientge, K.M. Factors Associated with the Achievement of Adult Students. St. Louis, Mo.: Washington University, 1964.

Eggert, John D. An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary. University of Mid-America: Lincoln, Nebraska, Feb. 1975.
(See Section I, B. for Annotation.)

Hooper, Judith Oakey. "Returning Women Students and Their Families: Support and Conflict." Journal of College Student Personnel, v.20 n.2, Mar. 79, pp. 145-52.
(See Section II, D. for Annotation.)

Hooper, Judith Oakey and Rice, Joy K. "Locus of Control and Outcomes Following the Counseling of Returning Adults." Journal of College Student Personnel, v.19 n.1, Jan. 78, pp. 42-7.
(See Section III, B. for Annotation.)

Kirk, Pauline. "The Tip of the Iceberg: Some Effects of Open University Study on Married Students." Teaching at a Distance, v.10, Nov. 77, pp. 19-27.
(See Section III, B. for Annotation.)

Lipsett, Lawrence and Avahian, A., Nancy. "Affective Development of Adult Students." Alternative Higher Education, v.3 n.4, Summer 79, pp. 211-221.

Marcus, Edward E. "Effects of Age, Sex and Status on Perception of the Utility of Educational Participation." Educational Gerontology, v.3 n.4, Oct. 78, pp. 295-319.

Findings from this study support previous research that adult educational participation is complex behavior involving more than subject matter interests and motivational orientations. This research also opens a new line of attack on the problem.

Peterson, Howard L. and Weidman, John C. A Comparative Study of Undergraduates in Three Alternative Degree Programs at the University of Minnesota. Paper presented at the Conference of the American Educational Research Association: Washington, D.C., April 1975.
(See Section I, B. for Annotation.)

Pringle, Robert A. and Murphy, Lawrence R. "The Acceptability of Non-Traditional Degrees: Illinois Board of Governors Program as a Case Study." Alternative Higher Education, v.4 n.3, Spring 1980.

Research from this study reveals that non-traditional degrees are gaining general acceptance among a wide variety of groups. Research was based on questionnaires completed by 686 graduates of Illinois' statewide Board of Governors Bachelor of Arts Degree Program. Questionnaires measured degree acceptability to graduates and their employers, extent to which student goals were met upon graduation, the quality of program services and the success rate of graduates applying to graduate schools.

Robinson, Beatrice E. and Hendel, Darwin D. Beyond Graduation: The Educational and Employment Experiences of an Effective Studies Degree Program. Paper presented at the annual meeting of the American Educational Research Association: New York, April 1977.

The study described follows up the educational and employment experiences of a non-traditional degree program that permits students to design their own four-year programs.

Robinson, Beatrice E. and Hendel, Darwin D. "Beyond Graduation: The Educational and Employment Experiences of Graduates of an Elective Studies Degree Program." Research in Higher Education, v.7 n.2, 1977, pp. 97-115.

Results of a questionnaire follow-up study of the educational and employment experiences of the graduates from the experimental Bachelor of Elected Studies (BES) program at Minnesota are presented. BES graduates seem to compare favorably with regular liberal arts graduates.

Seltzer, Robert A. Prediction of Academic Success for Mature Students. Michigan University: Ann Arbor. Undergraduate Office of Admissions, Feb. 1976.
(See Section II, C. for Annotation.)

Sosdian, Carol P. External Degrees: Program and Student Characteristics. Washington, D.C.: National Institute of Education, March 1978.

Sosdian, Carol P. and Sharp, Laure M. The External Degree as a Credential: Graduates' Experiences in Employment and Further Study. National Institute of Education: Washington, D.C., April 1978.

Sullivan, Eugene J. (ed.). External Degree Programs in the United States: Research and Policy Implications. American Council on Education: Washington, D.C., 1978.

This study examines the extent to which external degrees are transferable to subsequent educational programs and are negotiable in the world of work. The study concentrates on the benefits of the degree as a credential and does not consider curriculum issues or learning achievements.

Tinnon, Joseph Eugene. "A Study of Goal Expectations of Continuing Education Non-Credit Course Participants at the University of Southern Mississippi." Southern Journal of Educational Research, v.12 n.3, Sum. 78, pp. 173-80.

Walsh, Michael E., Novick, Jehiel and Andrechak, Michael. "Student Performance in Off-Campus Programs." Alternative Higher Education, v.3 n.4, Sum. 79, pp. 230-241.

Watsky, Claire. "The Effect of Life-Experience Credits on Admissions to Graduate School." Alternative Higher Education: The Journal of Non-Traditional Studies, v.2 n.3, Spr. 78, pp. 232-6.
(See Section II, A. for Annotation.)

West, Leo and others. Mature Age Students in Tertiary Education. Monash University: Clayton, Victoria (Australia), Oct. 1977.

This survey, conducted in 1976, provides information about the mature student in tertiary institutions in Australia. Although the institutions were not specifically asked about performance, 27% offered such information. Fourteen institutions stated that mature aged students performed better than normal aged students and twelve stated they performed just as well while one reported they had a higher dropout rate.

B. Counseling

Erikson, Mildred B. Counseling Needs of Adult Students. Paper presented at the APGA Convention: New Orleans, March 1970.

In a study to determine the needs of adults returning to school, Erikson finds 56% of those surveyed not only had a need for special advisement and counseling before coming or returning to an educational situation, but also a continuing need for counseling services.

Hooper, Judith Oakey and Rice, Joy K. "Locus of Control and Outcomes Following the Counseling of Returning Adults." Journal of College Student Personnel, v.19 n.1, Jan. 78, pp. 42-7.

This follow-up of adults who obtained continuing education counseling revealed that the majority made personally satisfying attitudinal or behavioral changes such as returning to school, but did not attribute the change made directly to counseling. Changers scored significantly higher on the powerful others subscale than did non-changers.

Kirk, Pauline. "The Tip of the Iceberg: Some Effects of Open University Study on Married Students." Teaching at a Distance, v.10, Nov. 77, pp. 19-27.

This study presents a measured analysis of the main areas of stress experienced by married students enrolled in the Open University. Domestic pressures harmful to study, the need for guidance, financial problems and summer school attendance pressures are examined.

Lourie, Joan. Needs and Social Characteristics of the Re-Entered Student. Educational Resources Information Center, 1977.
(See Section I, B. for Annotation.)

Lourie, Joan and Mayo, Cynthia. Re-Entry: An Analysis of the Needs and Problems of the Returning College Student. Master's Thesis, University of North Carolina: Charlotte, Aug. 1977.

This study was designed to determine the needs and problems experienced by re-entered college students (those 25 years and older). Among the findings, age did not influence desire for counseling.

Williams, Gerald D. et al. "Urgency and Types of Adult Counseling Needs Among Continuing Education Students." Journal of College Student Personnel, v.14, 1973, pp. 501-506.

This study found that over 1/3 of the respondents expressed some urgency for educational, administrative and career information and that the most frequent needs expressed were for specific educational or vocational information.

C. Academic/Curriculum

Beausang, Kenneth R. The Increasing Enrollment of Returning Women Students and Their Achievement as Measured by Their Mean GPA. A practicum presented to NOVA University in partial fulfillment of the requirements for the degree of Doctor of Education, Nov. 1976.

Bond, Andrew J. and Nettles, William R. An Investigation of Environmental Press and Personality Needs of Special Studies Students and an Investigation of Environmental Press and Its Association with Special Studies Student Achievement. Paper presented at the Georgia Educational Research Association Meeting: January 13-14, 1978.

Brown, Lawrence A. Accounting I (First Offering). Course Evaluation Report. University of Mid-America: Lincoln, Nebraska, Aug. 75.
(See Section I, A. for Annotation.)

Cross, Nigel and Ransome, Simon. "Survey of a Project-Based Course." Teaching at a Distance, v.8, Mar. 77, pp. 59-61.

Student response to student-centered learning at the Open University was surveyed in a questionnaire mailed to all students completing a course entitled "Man-made Futures: Design and Technology." It was revealed that student projects are popular, regarded as difficult, but satisfactory and require tutorial support.

Cross, K. Patricia and Zusman, A. "The Needs of Non-Traditional Learners and the Response of Non-Traditional Programs." In C.B. Stafford (ed.). An Evaluative Look at Non-Traditional Postsecondary Education. Washington, D.C.: National Institute of Education, 1979.

Eggert, John D. An Examination of Goals of Potential and Actual Learners: University of Mid-America/State University of Nebraska. Working Paper No. 1 and Executive Summary. University of Mid-America: Lincoln, Nebraska, Feb. 1975.
(See Section I, B. for Annotation.)

Fooden, Myra. The Student Planned Curriculum in Human Development. Paper presented at the American Psychological Association Meeting: Toronto, Canada, Aug. 1978.

The study presented investigates the kinds of content areas that mature students in psychological studies and human development at Empire State College select to pursue given limitless free choice. Results are discussed and a literature review on curricular developments and trends is included.

Hendel, Darwin D. "Curricular Choices and Academic Success of Students Enrolled in an Elective Studies Degree Program" Research in Higher Education, v.7 n.3, 1977, pp. 257-67.

Lenton, Sheila. "Incorporating Adult Learning Patterns into Continuing Education." Canadian Vocational Journal, v.14 n.3, Nov. 78, pp. 42-44, 46.

Findings from research on adult learning abilities and patterns are summarized along with examples of their application to the operation of the Manitoba (Canada) New Careers Training Program. The author emphasizes that adult education materials and experiences must be relevant to the real life concerns, backgrounds and environments of the adults.

Lourie, Joan. Needs and Social Characteristics of the Re-Entered Student. Educational Resources Information Center, 1977.
(See Section I, B. for Annotation.)

Mowrer, John L. and Anderson, LaVeta. "A Unique Way to Get an Ag Degree." Journal of Extension, v.15, Sept.-Oct. 1977, pp. 18-22.

Nolan, John D. and others. "Mature and Young Adult Women's Recall of Textbook Material." Journal of Educational Psychology, v.70 n.5, Oct. 78, pp. 695-700.

Pringle, Robert A. and Murphy, Lawrence R. "The Acceptability of Non-Traditional Degrees: Illinois' Board of Governors Program as a Case Study." Alternative Higher Education, v.4 n.3, Spring 1980.
(See Section III, A. for Annotation.)

Quatrano, Louis A. and others. "Interrelationship of Disabled College Student's Attributes, Program Use, and Study Attitudes." Rehabilitation Counseling Bulletin, v.22, n.2, Dec. 78, pp. 134-37.

Suen, Hoi. The Efficacy of Voluntary v.s. Compulsory Tutorial Program. Educational Resources Information Center, Jan. 1979.

Walsh, Michael E., Novick, Jehiel and Andrechak, Michael. "Student Performance in Off-Campus Programs." Alternative Higher Education, v.3 n.4, Summer 1979, pp. 230-241.

This study examines whether students in off-campus programs perform as well as students in on-campus programs. Findings indicate faculty not only maintained their academic standards while teaching off-campus, but academic performance of off-campus students equaled that of on-campus students.

D. Access

Beausang, Kenneth R. An Investigation of the Effectiveness of Black Hawk College Policy in Responding to the Needs of Returning Women Students. A practicum presented to NOVA University in partial fulfillment of the requirements for the degree of Doctor of Education, March 1976.

Eggert, John D. Characteristics of SUN Learners (First Three Offerings). Statistical Summary No. 2. University of Mid-America: Lincoln, Nebraska, Oct. 1975.

Johnstone, J.W.C. and Rivera, R.J. Volunteers for Learning. Chicago: Aldine, 1965.
(See Section I, B. for Annotation.)

Trotsky, Ivan. An Evaluation of the Suitability of the College Setting for Adult Senior Students Attending Federal City College During the Summer Term, 1973. Report submitted in partial fulfillment of the requirements for a directed study/practicum, Federal City College, March 1974.

This report examines the suitability of the college setting for adult senior students attending Federal City College during the

summer term. Registration, orientation, class schedule, academic advising and supportive services were primary focus. Recommendations made based on findings.

West, Leo and others. Mature Age Students in Tertiary Education. Monash University: Clayton, Victoria (Australia), Oct. 1977.
(See Section III, A. for Annotation.)

Sullivan, Eugene J. (ed.). External Degree Programs in the United States: Research and Policy Implications. Washington, D.C.: American Council on Education, 1978.
(See Section III, A. for Annotation.)